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**CTEC 4912**

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| **Department** | Curriculum & Teaching |
| **Teaching Program** | Early Childhood Education Program |
| **Course Title** | Practicum in the Primary Grades |
| **Instructor** | Lindsay Griffies, M. Ed |
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| **Office** |  |
| **Office Hours** | By appointment |
| **Prerequisites** | Admission to Teacher Ed  CTEC 3200, 4200, 3030/4911 |
| **Syllabus Prepared** | Aug. 1998, Revised Jan. 2007  And Aug. 2013/14 |

**Auburn University**

**1. Course Description**

#### Catalog Description:

This course provides laboratory experiences with K-2 children 5 through 8 years of age. Course assignments with children help students relate theory to practice.

**Texts**:

### See CTEC 3020 syllabus for reading requirements and recommendations.

\*\*Additional readings may be posted on Canvas.

**Course Objectives:**

The Early Childhood program provides the pre-service teacher the opportunity to construct knowledge and refine their practice through experiences that support empirical and theoretical decision-making. To this end, this course will provide pre-service teachers the opportunity to observe and participate in supervised practicum experiences [NAEYC 6.1] with young children of diverse ages and reflecting diverse family systems [NAEYC 6.2 & 6.3].

Students will implement, in an early childhood classroom, the strategies and techniques learned in previous classes. (See CTEC 4200 for detailed objectives).

Each student will use knowledge gained in CTEC 3030 and 4200 to construct materials and develop teaching strategies that will positively impact on primary children's learning.

1. Each student will construct a basic understanding of the administration, organization, and operation of early childhood programs.
2. Students will plan, implement, and assess student learning through multiple interactions and activities, including **a minimum of four formal observations** (to be conducted by both the classroom teacher, university supervisor, and an AU peer).

**2. COURSE REQUIREMENTS**

#### Part A – Attendance/Practicum Experience

1. **Attendance :** Each student will meet attendance requirements for the practicum experience. Excused absences must be documented and **must** be made up. **Unexcused or excessive absences will result in unsatisfactory completion of the practicum.** Should extreme illness cause absence, students are to notify the school supervisors and the practicum supervisor **before** 7:00 a.m. If the student is responsible for some portion of the day's work, plans and materials must be sent to the cooperating teachers prior to the start of the school day.
2. **Teaching:** See schedule and teaching requirements on calendar below. \*\* You must teach each scheduled day. If you miss a day, it must be made up. You will need to communicate with your cooperating teacher and the university supervisor prior to your absence and in order to make up your teaching time. You are required to keep a log of your attendance, which will be turned in at the end of the semester.
3. **Lesson Plans:** Lesson plans are due to the cooperating teacher on Tuesday of the week prior to lesson implementation. This will allow the cooperating teacher time to review and analyze the lesson plans. Plan to debrief with your cooperating teacher on Thursday to discuss any changes or revisions that need to be made. Lesson plans for the following week must be posted on Canvas by Thursday night at 11:59 PM and placed in your practicum notebook. (See more information below.) For each lesson, students should use the “possibility plan” template found on canvas. For the four observed lessons, a full 5-E format should be used- this can be found further in the syllabus.

#### Observations: 4 total –

2 by Auburn University Supervisor

2 by Cooperating Teacher

\*More information below.

#### Part B – Grading Plan

**Course Assignments:**

**\*Please note that this is a satisfactory/unsatisfactory course. Students must satisfactorily complete all components of the practicum to receive satisfactory.**

1. **Professional Behavior Dispositions Checklist:** The classroom teacher will complete a Professional Behavior Dispositions Checklist twice during the semester, once by midterm and the second by the end of the semester.
   * Students will assist with classroom tasks of benefit to the teacher and children, such as *taking*

*children to the bathroom, supervising arrivals and departures, monitoring centers, one-on-one tutoring, project work, assisting with attendance, etc.* This assignment is to continue throughout the semester, and is to be evaluated by the classroom teacher/supervisor.

1. **Teaching and Observations:** A minimum of **four** observations must be successfully completed, **two** *before* mid-semester (the classroom teacher will complete one and the university supervisor will complete one) and *at least* **two** *after* mid-semester (the classroom teacher will again complete one and the university supervisor will also complete one, or more if needed). Others may be required to be completed, at the classroom teacher’s or university supervisor’s discretion.
   * Students must arrange to be formally observed by the classroom teacher and university

supervisor.

* + **It is the responsibility of the student to schedule all observations.** University supervisor

will give sign up time slots, if one of these slots will not work for you, take initiative early to set up an alternate time. Have conversations early in the semester with your supervising teacher to set up times for observations.

* + Provide the observer with the Classroom Observation Form (found on Canvas) and an

approved lesson plan (signed by the classroom teacher) for the observation *at least* 24 hours in advance.

* + After each of the 4 observations you must submit in the assignment link on Canvas

1. A copy of the lesson plan
2. The completed Classroom Observation Instrument
3. A written reflection of your lesson (minimum 1 page typed)

A) Students will be in charge of advancing children’s knowledge of **mathematical concepts** through developmentally appropriate means –provocations, games, number talks, activities extending a lesson in a math curriculum adopted by the classroom/school, or a series of lessons involving objects as well as documentation (drawing, writing, documenting the problem-solving process, etc.)

### i. The university supervisor and/or classroom teacher must evaluate all materials. A math lesson must be **one of the four formal observations**, and may be conducted in small or large group

B) Students will be in charge of some portion of the **reading *and* writing process.**

1. Students will work with all phases of the reading and writing process with small and/or whole group instruction.
2. Plan ways to use cooperative reading and writing methods to help advance the children’s reading ability and motivation in writing with quality literature.
3. Methods are to help all readers acquire or refine **reading strategies**. The university supervisor and/or classroom teacher must evaluate all materials. A reading lesson must be **one of the four formal observations** and may be conducted in small or large group.
4. Plan a writing lesson that includes the use of a mentor text. A writing lesson must be **one of the four formal observations** and may be conducted in small or large group.
5. Plan one content area literacy lesson for science or social studies. A content literacy lesson must be **one of the four formal observations** and may be conducted in small or large group.

**III. Online Discussion Boards:** Students will be responsible for reflecting on assigned readings and prompts set up in Canvas.

1. **Practicum notebook:** Students will keep a 3-ring binder in their classroom. It should stay in the classroom always and should be added to daily/weekly.
   * lesson plans (original + revisions when required)
   * observation forms
   * reflections
   * evidence of student learning (including assessment of outcomes, evaluation, and

documentation of learning)

* + practicum attendance log
  + practicum lab student survey
  + behavior Disposition Forms
  + behavioral observations and plans

### Each objective must be achieved in order for the student to earn a satisfactory grade. Evaluations (S/U) will be based on the following: Grades are assigned as follows:

**S Satisfactory**

**U Unsatisfactory**

Students must satisfy all course objectives AND complete four successful observations in order to pass this course.

**3. UNIVERSITY AND COLLEGE POLICIES**

#### Participation:

All students are expected to participate in all class discussions and participate in all exercises. It is the student’s responsibility to contact the instructor if assignment deadlines are not met and for initiating arrangements for missed work.

#### Unannounced Quizzes:

There will be no unannounced quizzes.

#### Accommodations:

Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes – or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096.

#### Academic Honesty Policy:

All portions of the Auburn University student Academic Honesty Code (Title XII) will apply to this class. All academic honesty violations or alleged violations will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

#### Professionalism:

Faculty, staff, and students in professional settings are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are as follows: Engage in responsible and ethical professional practices; contribute to collaborative learning communities; demonstrate a commitment to diversity; model and nurture intellectual vitality.

#### Writing Center:

The Miller Writing Center provides free support on any writing you are doing while at Auburn, whether for a course or not. Trained consultants are available to work with you as you plan, draft, and revise your writing. For students in distance courses and students temporarily away from Auburn’s campus, the Miller Writing Center offers synchronous online consultations.

Please check the Miller Writing Center website ([www.auburn.edu/writingcenter)](http://www.auburn.edu/writingcenter)) for instructions and information about scheduling online appointments. If you have questions about the Miller Writing Center, please email [writctr@auburn.edu](mailto:writctr@auburn.edu) or call 334-844-7475 M-F 7:45am-4:45pm.

#### Student eHandbook:

Please refer to <http://www.auburn.edu/student_info/student_policies/>for all AU student policies.

**4. TENTATIVE SCHEDULE**

# Pike Road - 7:45-2:30

Loachapoka - 7:15-2:50

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Teaching Expectations** | **Preservice Teacher Initials** | **Cooperating Teacher Initials** |
| **Sept**  10 | Observe teacher, schedule, rules, and get to know the students |  |  |
| **Sept**  12 | Observe teacher, schedule, rules, and get to know the students |  |  |
| **Sept**  17 | Teach (at least) 1 lesson this week**. ½ day practicum**  **Lesson may be created by cooperating teacher.** |  |  |
| 19 | **Full Day** |  |  |
| 24 | Teach (at least) 1 lesson this week. **½ day practicum**  **Created by preservice teacher and approved by cooperating teacher.**  **\*Calendar may be taken over but may not count as a lesson.** |  |  |
| 26 | **Full Day** |  |  |
| **Oct**  1 | Begin teaching 1 lesson per day  **Created by preservice teacher and approved by cooperating teacher. ½ day practicum** |  |  |
| 3 | Teach 1 approved lesson. **Full Day** |  |  |
| 8 | Teach 1 approved lesson. **½ day practicum** |  |  |
| 10 | **AU Fall Break- October 10-11** |  |  |
| **15** | Teach 1 approved lesson. **½ day practicum**  **\* Submit Midterm Dispositions Form to Canvas by 11:59 pm** |  |  |
| 17 | Teach 1 approved lesson. **Full Day**  1st and 2nd observed lesson documents uploaded to Canvas by Friday, October 18. |  |  |
| 22 | Teach 1 approved lesson. **½ day practicum** |  |  |
| 24 | Teach 1 approved lesson**. Full Day** |  |  |
| 29 | **Meet at AMSTI** |  |  |
| 31 | Teach 1 approved lesson. **Full Day** |  |  |
| Nov  5 | Begin teaching 2 lessons per day.  **Created by preservice teacher and approved by cooperating teacher. \*Discuss with teacher about possibly teaching 2 full days in November. Full Day** |  |  |
| 7 | Teach 2 approved lessons. **Full Day** |  |  |
| 12 | Teach 2 approved lessons. **½ day practicum** |  |  |
| 14 | Teach 2 approved lessons. **Full Day** |  |  |
| 19 | Teach 2 approved lessons. **Full Day** |  |  |
| 21 | Teach 2 approved lessons. **Full Day** |  |  |
| Dec  3 | Teach 2 approved lessons. **Full Day** |  |  |
| 5 | Teach 2 approved lessons. **½ day practicum**  **Last Day of Practicum**  **\*Submit Final Dispositions Form to Canvas by 11:59 pm** |  |  |

**Absentee Documentation Form – For each absence from Practicum**

*To be completed in the event of any and all absences from Practicum. Email to your university supervisor within one week of the absence. Keep original copy in your notebook.*

Lab Student’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Absence(s):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reason for Absence:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Makeup date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Intern Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Cooperating/Cluster Teacher Signature Date

**Attach Documentation**

**Classroom Observation Instrument\* NOTE: Some areas will not be assessed each and every observation during Practicum labs**

Early Childhood Education

**Intern School/System**

**Observation # Observe**r **Date Circle Role:** Cooperating Teacher **or** University Supervisor

**Directions:** Please circle the appropriate rating for each item using the **NAC – AC – C – E** rating scale as described below. Make any comments in the space provided.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Rating Scale:** NAC – Not Approaching Competence AC – Approaching Competence C – Competent E – Exemplary | | | |  | | | | |
| **Organization and Management of Learning Environment** | | | | | **Overall Section Rating: NAC** | **AC** | **C** | **E** |
| 1. Uses developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children (NAEYC 1b)   1. Prepares Resources NAC AC C E    1. Appropriate resources are well-organized and accessible to children    2. A variety of materials are available to encourage children’s interest and ability to make choices    3. Resources are related to the objective    4. Equipment used appropriate and tested to be sure it’s working 2. Manages Class Time NAC AC C E    1. Begins promptly    2. Minimizes loss of instructional time    3. Appropriately responds to student input    4. Maintains clarity and focus upon objectives    5. Minimizes student wait time    6. Effective use of time – Plans appropriate transitions    7. Responds to children’s questions and comments in ways that encourage thinking or provide focus upon a learning objective 3. Maintains Environment NAC AC C E    1. Arranges furniture/equipment    2. Accommodates variety of activities    3. Maintains attractive environment | NAC | AC | C | E | Comments: | | | |
| 2. Understands positive relationships and supportive interactions as the foundation of their work with young children (NAEYC  4a)   1. Manages Student Behavior NAC AC C E    1. Uses positive verbal language    2. Uses positive nonverbal cues    3. Demonstrates respect    4. Avoids personal criticisms 2. Expresses Positive Affect NAC AC C E    1. Uses positive verbal language    2. Uses positive nonverbal cues    3. Demonstrates respect    4. Avoids personal criticisms 3. Speaks Clearly/Correctly NAC AC C E    1. Uses formal English (only exception is in discussion of varieties of speech)    2. Uses correct pronunciation    3. Speaks fluently - varies speech, volume, & pitch according to purpose of communication    4. Organizes presentation    5. Uses appropriately challenging vocabulary & clarifies for meaning | NAC AC C E | | | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 3. Uses own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child (NAEYC 5c)   1. Communicates High Expectations NAC AC C E    1. Suggests timelines for completion of work    2. Establishes acceptable standards for work products    3. Encourages students to follow directions and complete tasks    4. Encourages children to do their best    5. Exhibits confidence 2. Involves Students NAC AC C E    1. Encourages participation    2. Ensures equitable participation    3. Establishes positive rapport    4. Elicits responses    5. Encourages student sharing    6. Uses student ideas/responses    7. Seeks elaboration    8. Refers to other students    9. Engages students in knowledge/hypotheses    10. Varies roles in instructional process | NAC AC C E | | | | Comments (continued) | | | |
| 4. Knows and upholds ethical standards and other early childhood professional guidelines (NAEYC 6b) | NAC AC C E | | | |
| **Instructional Strategies to Engage Learners** | | | | | **Overall Section Rating: NAC** | **AC** | **C** | **E** |
| 5. Knows about and understands effective strategies and tools for early education, including appropriate uses of technology  (NAEYC 4b)   1. Develops the Lesson NAC AC C E    1. Draws on children’s prior experience to develop & extend the lesson    2. Explains/Presents    3. Present content that fits objectives    4. Provides examples    5. Provides illustrations from life experiences    6. Presents in logical pattern/sequence    7. Relates content to other subject areas    8. Uses technology when appropriate    9. Facilitates individual/collaborative use    10. Questions effectively    11. Provides smooth transitions 2. Provides Practice Summarization NAC AC C E    1. Provides guided practice    2. Provides independent practice    3. Provides review | NAC | AC | C | E | Comments: | | | |
| 6. Uses a broad repertoire of developmentally appropriate teaching and learning approaches (NAEYC 4c)   1. Orients Students to Lesson NAC AC C E    1. Secures attention (motivation, etc.)    2. States purpose/objectives    3. Identifies content/skills    4. Introduces lesson by relating to students’ prior knowledge/experiences 2. Gives Clear Directions NAC AC C E    1. Gives concise directions    2. Presents in logical sequence    3. Presents in easy to follow form    4. Provides examples    5. Identifies task steps | NAC AC C E | | | |  | | | |
| 7. Understands content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative  movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies (NAEYC 5a) | NAC AC C E | | | | Comments (continued) | | | |
| 8. Knows and uses the central concepts, inquiry tools, and structures of content areas or academic disciplines (NAEYC 5b) | NAC AC C E | | | |
| **Assessment of Learning** | | | | | **Overall Section Rating: NAC** | **AC** | **C** | **E** |
| 9. Knows about and uses observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection (NAEYC 3b)  Monitors Student Performance   * 1. Checks for understanding   2. Solicits questions   3. Requests demonstration   4. Asks higher order questions | NAC | AC | C | E | Comments: | | | |
| 10. Understands and practices responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities (NAEYC 3c)   1. Provides Feedback NAC AC C E    1. Acknowledges participation    2. Not only affirms correct responses, but at the same time values & supports children’s thinking/understanding as they make connections, search for explanations, work out their errors, etc.    3. Gives information    4. Praises specific behavior    5. Suggests specific action when necessary    6. Makes recommendations    7. Promotes Thinking 2. Uses Assessment Results NAC AC C E    1. Uses multiple forms of assessment appropriately    2. Uses assessment information to inform curriculum    3. Clarifies/elaborates    4. Reteaches when necessary    5. Adjust pace when necessary | NAC AC C E | | | |
| 11. Reflects on own practice to promote positive outcomes for each child (NAEYC 4d) | NAC AC C E | | | |

**\*Classroom Observation Instrument here is the same as the one found on the COE Key Assessment website, linked in the Internship Handbook.**

